



# Rosehill Secondary College

## Student Wellbeing and Engagement Policy



### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Rosehill Secondary College on 03 9337 2488 or [rosehill.sc@education.vic.gov.au](mailto:rosehill.sc@education.vic.gov.au).

### PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Rosehill Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We recognise that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### SCOPE

This policy applies to all school activities, including camps and excursions.

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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### POLICY

#### 1. School Profile

Rosehill Secondary College sits on a spacious, attractive site with views over the Maribyrnong River Valley and is part of the Moonee Valley Network of schools in the South West Region. As a 7-12 single campus, co-educational school, we pride ourselves on providing outstanding educational opportunities for all students, delivered by passionate teachers through our comprehensive tailored curriculum. The college values of Respect, Initiative and Learning are underpinned by behaviours that are explicitly taught through the School Wide Positive Behaviours Support program. As a lead School Wide Positive Behaviour Support (SWPBS) school we have been recognised for our exceptional work in this area, with a Bronze Award.

Rosehill Secondary College is a school with a strong academic focus and a history of consistently high academic results. At Years 7 and 8, in addition to core English, Mathematics, Science and elective subjects, students undertake additional Literacy and Numeracy classes. Rosehill Secondary College has excellent VCE results and is committed to supporting a broad range of careers and further education pathways by also offering the VCE Vocational Major (VCE VM) within the Senior School. A Selective Talent and Enrichment Program (STEP) is designed to cater for intellectually and academically capable students and this is further enhanced by our Advanced Mathematics (RAMP), English (REAP) and Science (RASP) programs at Years 7-9. The Year 10 level is structured as an introductory year to VCE, with many students embracing the opportunity to choose from a wide range of subjects and potentially undertake a VCE subject through accelerated studies. In recent years support programs such as Middle Years Literacy and Numeracy Support (MYLNS) and tutoring have also become embedded within our structure.

Rosehill Secondary College is committed to child safety and wellbeing. Our calm and nurturing environment is reinforced by consistent and effective student management and teaching teams and is further supported by an outstanding and committed workforce consisting of a balance of experienced and graduate teachers, a visible Principal Class and committed Education Support Staff. Since 2024 we have been integrating practices from the Berry Street Education Model into our daily routine.

Rosehill provides excellent facilities for our students with a designated Year 11 Study Centre, and a purpose-built Year 12 Study Centre. An EAL and international student collaboration space complements our International Student Program. As a multicultural community we understand the benefits of globalization and exposing local students to other perspectives and experiences.

Our STEM center hosts our state-of-the-art Virtual Reality experience room, along with other advanced equipment such as 3D printers and large-format laser cutter. In 2024 the College opened its new Arts complex, a purpose-built facility including dedicated rooms for fashion/design, ceramics, music, media, drama and dance, all centred around a 262-seat auditorium.

We enjoy bespoke science rooms, a well-resourced library and a wide range of sports facilities comprising a large soccer pitch/oval, 3 outdoor netball / basketball courts, school gymnasium and weights room. The college also has passive recreational areas available throughout the school grounds, including our recently renovated quadrangle and inclusive outdoor learning space.

## **2. School Values, Philosophy and Vision**

Rosehill Secondary College's values, philosophy and vision are the foundation of our school community and integral to the work that we do. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

At Rosehill Secondary College the learner and learning outcomes are central. Our students are inspired to achieve success through stimulating and positive learning environments, and innovative and diverse learning strategies. This is complemented by respect, cooperation and commitment by all members of the school community. New skills, new knowledge and new understandings will give our learners the confidence to face the future.

Our vision is to empower students to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

### **Our Values**

Respect – Trust, empathy and open-mindedness

Initiative – Accepting challenges, developing leadership

Learning – Powerful, progressive and purposeful

Our Statement of Values is available online at: [Vision and Values - Rosehill Secondary College \(rosehillsc.vic.edu.au\)](https://www.rosehillsc.vic.edu.au)

## **3. Wellbeing and Engagement Strategies**

Rosehill Secondary College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping students feel safe and connected. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the whole of school, targeted and year-group specific, and individual engagement strategies and practices used by our school is included below:

### **Whole of School**

- Establishing and communicating high and consistent expectations of all staff, students and parents and guardians
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing in line with the Framework for Improving Student Outcomes (FISO 2.0)
- Creating a culture that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/guardians and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data, assessment data and student voice data
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level

- Implementing a well-established and wholly integrated School Wide Positive Behaviour Support framework based upon our school values of respect, initiative and learning, with recognition and reward systems in place such as RIL cards, positive posts on Compass, communication with parents, and formal recognition during assemblies
- Delivering a Home Group Program (Years 7 – 12) that is created with students and designed around themes of belonging, persistence, empathy, intention, resilience and mindset
- Embedding Berry Street Education Model (BSEM) strategies as consistent predictable routines across the school
- Implementing a school-wide instructional model (GANAG) that supports consistency of classroom practice
- Providing student leadership programs and a focus on student voice and agency
- Offering a range of programs and services utilising external and internal providers such as:
  - Bully Zero
  - Cyber Safety
  - Pat Cronin Foundation
  - MATMAN
  - Elephant Education Consent and Respectful Relationships Education
  - Success Integrated Edu-training Program
  - Elevate Education Study Skills Program
  - Breakfast Club
  - Sport Programs
  - Lunchtime Clubs
  - Active Girls Program
- Delivering a tailored curriculum that provides students with a broad, comprehensive academic program and extensive elective program at each year level, including the provision of VCE, VCE VM and VET programs at senior levels
- Using a broad range of teaching and assessment approaches within the classroom to effectively respond to the diverse learning styles, strengths and needs of our students
- Providing comprehensive transition programs to support students moving into new levels of the school
- Creating opportunities for cross age connections amongst students through school productions, athletics and swimming carnivals, music and dance performances and peer support programs
- Providing a dedicated Student Wellbeing Team and counselling spaces
- Providing a dedicated Diverse Learners Team and resource space
- Providing RUOK – Ask for Help self-referral facilities allowing students to request support from the Student Wellbeing Manager, School Counsellors, Year Level Coordinators or Principal class
- Developing and delivering programs, incursions and excursions to address specific needs or behaviour
- Offering opportunities for student inclusion through sports teams, clubs, and recess and lunchtime activities
- Implementing measures to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism.

### **Targeted and Year-Group Specific**

Rosehill Secondary College operates within a three-sub-school structure: Junior (Years 7-8), Middle (Years 9-10) and Senior (Years 11-12).

- Each sub-school is led by a Sub-School Leader, supported by a Coordinator and an Assistant at every year level. An Assistant Principal is attached to each sub-school. This team monitors the health and wellbeing of students in their cohort, and acts as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in education in a positive learning environment that values and respects Aboriginal and Torres Strait Islander culture
- English as an Additional Language (EAL) students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school, including through access to the International Student/EAL Centre, specific excursions and incursions, and cultural celebration days. The school employs an International Student Coordinator who also works with many EAL students
- Students with a refugee background are supported through financial support with books and uniforms, and through targeted wellbeing support
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ+ student support. The school runs an "Ally Club" for LGBTIQ+ students and friends and also celebrates events such as IDAHOBIT and "Wear it Purple" days.
- Students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment

- Students with a disability or who are neurodiverse are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy [Students with Disability](#), including provision of reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans. A Leading Teacher – Inclusion, supported by Assistant Principals, oversees this work
- Wellbeing staff deliver health promotion and social skills programs based upon needs identified through student wellbeing data, classroom teachers and school staff.
- Wellbeing staff apply a trauma-informed approach to working with students who have experienced trauma
- Students enrolled under the Department's International Student Program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#). International Students have access to the International Student/EAL Centre which acts as a central point for a range of cultural activities
- All students from Year 10 and above are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future along with the opportunity to complete work experience. Year 9 students undertake the Morrisby Survey and undertake an individualised interview with a qualified careers counsellor to review the results and discuss future pathways. Every student from Year 9 onwards has an individual course selection interview to select their academic subjects for the following year
- Year 10 students complete two weeks of Work Experience and are supported to plan and prepare for this through our Interdisciplinary Studies (ID) program and the work of the Careers and Middle School teams
- Students in Year 11 and 12 receive annual 1:1 career counselling to assist in defining their future pathway.

### Individual

Rosehill Secondary College implements a range of strategies to support and promote individual engagement. These include:

- Collecting detailed information on individual students during the Year 6 to 7 transition process. Each Year 6 student is visited at their primary school prior to Orientation Day, and further individual family meetings are held as required.
- Building constructive relationships with students deemed at risk, or students who are vulnerable due to complex individual circumstances. This would typically involve:
  - meeting with student and their parent/carer to talk about how best to help the student engage with school
  - engaging with the Department of Education Regional Office Staff such as Student Support Services Officers (SSSOs) and Health and Wellbeing Key Contacts (HWKC).
  - developing an Individual Learning Plan and/or a Behaviour Support Plan
  - considering if any environmental changes need to be made, for example changing the classroom set up, provision of adaptive equipment
  - facilitating a flexible timetable
  - providing financial supports for books, uniform etc. as required
- Referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, Child and Adolescent Mental Health services Orygen or ChildFirst
  - re-engagement programs such as Navigator, Operation Newstart, Learning Spaces

Where necessary the school will support the student's family to engage by:

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- Engaging with our regional Koorie Education Support Officers
- Running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - who identify as Koorie
  - with other complex needs that require ongoing support and monitoring.

## 4. Identifying Students in Need of Support

Rosehill Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Management Team and Student Wellbeing Team play a significant role in identifying students in need of support and implementing strategies to enhance wellbeing.

To identify students in need of additional emotional, social or educational support, the school utilises:

- Personal, health and learning information gathered upon enrolment and while the student is enrolled
- Testing of students upon enrolment to provide baseline data and inform optimum class creation
- Attendance records
- Academic performance, including Grade Point Average (GPA) tracking
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Attendance, detention and suspension data
- Engagement with families
- Self-referrals or referrals from peers, either in person or through the RUOK platform on Compass
- Analysis of data from the "Student Voice" survey and focus groups

## **5. Student Rights and Responsibilities**

All members of our school community have the right to a safe and supportive school environment. We expect that all students, staff, parents and guardians treat each other with respect and dignity. Our school's Vision and Values Statement highlight the rights and responsibilities of members of our community.

Students have the right to:

- Participate fully in their education
- Feel safe, secure and happy at school
- Learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- Express their ideas, feelings and concerns.

Students have the responsibility to:

- Participate fully in their educational program and follow the College's RIL values and [Student Code of Conduct](#)
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- Respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or guardians and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our [Complaints Policy](#).

## **6. Student Behavioural Expectations and Management**

Behavioural expectations of students are underpinned by our school's Vision and Values Statement and Values (RIL) Matrix and grounded in the Student Code of Conduct. Each teaching staff member is required to prepare a classroom management plan aligned with the SWPBS framework.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment/ sexual harassment and discrimination will not be tolerated and will be managed in accordance with the relevant Rosehill policies. Bullying will be managed in accordance with our [Bullying Prevention Policy](#).

Where a student acts in breach of the behavioural standards of our school community, Rosehill Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the resultant restorative or disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. The college operates within the SWPBS framework and expected behaviours are made explicit within the Values (RIL) Matrix. Positive behaviour is rewarded at every opportunity via green (positive) Compass posts, the awarding of RIL cards which can be redeemed by students for rewards, positive diary notes and a range of other means.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors which may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently and are documented for staff in the [Student Wellbeing and Engagement Guide](#). Students will always be provided with an opportunity to be heard.

Disciplinary measures may include:

- Verbal warning a student that their behaviour is inappropriate
- Teacher managed strategies such as moving a student in a classroom, addressing the behaviour privately with the student outside of the classroom
- Exiting the student to another classroom via Colleague Support
- Teacher detention
- Restorative practices
- Referral to the Year Level Coordinator
- Coordinator's detentions
- Principal's Detention
- Behaviour support and intervention meetings
- Suspension
- Expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Rosehill Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## **7. Engaging with Families**

Rosehill Secondary College values the input of parents and carers and strives to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We foster successful partnerships with parents and carers by:

- Ensuring that all parents have access to our school policies and procedures, available on our school website.
- Maintaining an open, respectful line of communication between parents and staff, supported by our [Parent School Communications Policy](#) and [Respect for School Staff Policy](#).
- Involving families with homework and other curriculum-related activities.
- Providing opportunities for families to attend information sessions and briefings on important matters such as transitions, subject selection and career planning, CyberSafety and other preventative programs.
- Coordinating resources and services from the community for families.
- Including families in Student Support Groups and developing individual plans for students.
- Parent representatives on School Council.

## **8. Evaluation**

Rosehill Secondary College collects and reviews data annually to understand the frequency and types of wellbeing issues experienced by our students. This allows us to measure the impact of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Student survey data
- Incidents data
- School reports
- Parent survey
- Case management
- COMPASS Pulse
- CASES21, including attendance and absence data
- SOCS

Rosehill Secondary College also regularly monitors Department of Education data dashboards, such as the Staying in Education dashboard on PANORAMA to ensure any wellbeing or engagement concerns are acted upon and intervention occurs as early as possible.

## COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our [school's website](#)
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES:

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

## POLICY REVIEW AND APPROVAL:

Policy last reviewed	23 <sup>rd</sup> February 2026
Consultation	School Staff – 3 <sup>rd</sup> February 2026 Student Management Team – 23 <sup>rd</sup> February 2026 School Community (Newsletter) – 20 <sup>th</sup> March 2026 School Council 23 <sup>rd</sup> February 2026
Approved by	Principal – 23 <sup>rd</sup> February 2026
Next scheduled review date	February 2028